DOCUMENT RESUME

ED 203 479 EA 013 669

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TITLE A Guide for Utilizing Consultant Teams in CBE.
INSTITUTION Georgia Univ., Athens. Southeastern Teacher Corps Recruitment and Community Technical Resource Center.
SPONS AGENCY Office of Education (ED), Washington, D.C. Teacher Corps.
PUB DATE Aug 80
CONTRACT 300-79-0311
NOTE 88p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Community Programs; *Consultants; Consultation Programs; Elementary Secondary Education; Needs Assessment; Records (Forms); Skill Analysis; Summative Evaluation
IDENTIFIERS Community Based Education; Sample Reports; Site Visits; *Teacher Corps

ABSTRACT

For staffers, consultants, community coordinators, and community council chairpersons in Teacher Corps projects, this guide tells how to use the Corps' consultant teams for onsite assistance in project goal-setting, planning, implementation, and skills development. The text describes how to determine the need for consultants; clarify the kind of help needed; choose the expertise and characteristics desired in the consultant team; design and implement the consultant team visit; evaluate the visit's impact; and, with the help of the team's collaborative report, decide on future needs and activities. A large selection of sample forms and documents further aids the user in organizing and analyzing the consulting activities. Included in this section are forms for needs assessments, consultant planning, team visit documentation, and consultant evaluation, as well as sample agendas and reports and a list of resource people in the Southeast. (RW)

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A Guide for Utilizing Consultant Teams in CBE

by Nancy Bonney and Jeanie Crosby
with Martha White

Recruitment and Community Technical Resource Center

SOUTHEASTERN

RCTR Teacher Corps

TEACHER CORPS

A GUIDE FOR UTILIZING CONSULTANT TEAMS IN CBE

BY

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WITH

MARTHA WHITE

PUBLISHED BY

SOUTHEASTERN RECRUITMENT AND COMMUNITY TECHNICAL RESOURCE CENTER

TEACHER CORPS

UNIVERSITY OF GEORGIA, ATHENS, GEORGIA

AUGUST, 1980

TYPING AND PRODUCTION: SHERYLE BISHOP
SHIRLEY CAREY
MONTYE ESCOE

This publication was prepared pursuant to contract 300 79 0311, the Recruitment and Community Technical Resource Center at University of Georgia, Athens, Georgia, with Teacher Corps, Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to freely express their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Department of Education position or policy.

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FOREWORD

The four regional Recruitment and Community Technical Resource (RCTR) Centers are funded contracts by the National Teacher Corps Program. The purpose of the RCTR Centers is to provide technical assistance to all Teacher Corps projects in recruiting and selecting interns and in developing community based education efforts. The four RCTR Centers are:

Eastern RCTR Center, Howard University, Washington, D.C.
Midwestern RCTR Center, Wayne State University, Detroit, Michigan
Southeastern RCTR Center, University of Georgia, Athens, Georgia
Western RCTR Center, University of Southern California, Los Angeles, California

The four RCTR Centers have used a variety of modes for the delivery of community based education technical assistance to projects. RCTR Centers have provided training sessions at national conferences, regional conferences, network conferences, and project on-site workshops.

Consultant teams (or team consultancies) have been utilized by the four RCTR Centers as a mode for technical assistance delivery for the past four and one-half years. For two years (1976 & 1977) the four RCTR Centers, through a collaborative design with the Teacher Corps Site Specific Orientation Program (SSOP), provided the new Teacher Corps projects with orientation assistance to the Teacher Corps Program. All new projects received at least one on-site consultant team visit within six weeks after initial funding. This national SSOP technical assistance effort was coordinated by Annette Gromfin and technically supported through the four RCTR Centers, under the administrative supervision of the Program Development Branch of Teacher Corps.

From the broad range of experiences during the two-year Site Specific Orientation Program, the Southeastern RCTR Center staff built a process

for technical assistance by using team consultancies to help projects initiate, plan, and implement their community based education (CBE) effort. In planning for implementation of CBE in Teacher Corps projects in the Southeastern Region, consultant teams (supervised and coordinated by the Southeastern RCTR Center) have been involved with projects in diagnosing and identifying training designs and strategies in the areas of:

Goal-setting and planning for

- Teacher Corps project and program information,
- electing community councils,
- community council operations,
- council involvement and maintenance;

Implementing collaborative processes for CBE through

- team-building,
- group interactions,
- management of conflict,
- organizational involvement,
- constituency representation;

Skill development in

- problem-solving,
- brainstorming and priority-setting,
- identification of local resources,
- use of local resources,
- volunteer involvement strategies,
- use of volunteers in schools.

Bringing together community persons, school personnel, and college staff for collaboration in the governance, management, and program design and implementation of a Teacher Corps project is a complex and difficult undertaking. Collaboration among these three diverse groups is very time-consuming and expensive. Team consultancies, as a form of technical assistance support, have been found to be one of the most effective and efficient ways of helping project personnel to move and work within the multi-level constituency design of their projects.

The Southeastern RCTR Center staff has found working with consultant teams to be rewarding and valuable. This Guide captures the most pertinent learnings of this total experience. This effort is the Southeastern RCTR Center staff's attempt to share with the Teacher Corps projects, the Teacher Corps Washington personnel, and others involved in educational programming this information on utilizing consultant teams.

THIS GUIDE IS FOR .....

The purpose of this Guide is to describe the who, what, and how of the RCTR Centers' technical assistance support to Teacher Corps project sites through the use of teams of consultants. All four of the RCTR Centers have used team consultancies in providing training workshops to project staffs, community councils, and other interested project groups. The information and materials found in this Guide are specifically related to the experiences of the Southeastern RCTR Center staff, as we provided community based education technical assistance services to projects in the Southeastern Region. Over the past two years the Southeastern RCTR Center personnel have been a part of numerous consultant team visits to the twenty-seven projects in the Southeastern Region.

The provision of the on-site technical assistance to individual projects was usually started by a request from a project staff member(s) and was then responded to by the Southeastern RCTR Center staff. By request only has usually been the only way that projects received on-site training from our center. As projects requested training sessions or workshops, the Southeastern RCTR Center staff took primary responsibility for:

- Coordination of all facets of the on-site visit;
- Developing planning strategies with project staff for on-site visits;
- Contacting -- and matching -- appropriate consultant team members for project training needs;
- Coordinating the collaborative planning and designing of workshop/training formats (including agenda building, participant involvement, and individual session designs) with project staff and consultants;
- Setting up logistical arrangements for the consultant team visit (including travel arrangements, lodging, and materials dissemination);

- Paying for consultants (including honoraria, travel, and per diem expenses);
- Coordinating, writing, and editing the collaborative report of the on-site training for project use and for documentation purposes.

This Guide includes information about processes useful to projects in pin-pointing their needs for on-site training, determining the type of consultant team that will be most pertinent in delivering services needed, and the steps necessary for arranging for the entire sequence of events that culminate in successful consultant team visits.

This Guide can be used by various project staff, consultants, program specialists, community council chairpersons and/or community coordinators, and other Teacher Corps personnel as they deliberate and decide on the type of consultant approach that best suits their own project's needs. A Guide of this type is especially important for projects since the present system of technical assistance contractual services is being discontinued by the National Teacher Corps Program. Projects will now have to assume the total responsibility (financially and planning) for providing training for their constituent group members. Many worthwhile learnings have occurred from our experiences during these on-site visits, and this information is shared so that projects can decide for themselves how they can continue to utilize these learnings.

PART ONE

THE WHY AND HOW OF CONSULTANT TEAMS

PART ONE

USING CONSULTANT TEAMS

All Teacher Corps projects are complex, constantly changing, temporary systems. The purpose of any Teacher Corps project is to move the institutions (the schools, university, and community) within the project to a new level of collaborative planning and decision-making for program implementation. The ultimate goal of these changes or movements is to improve the educational programs for children of low-income parents. Through the project's efforts, traditional mores, beliefs, values, attitudes, and ideas can be changed. These changes will allow all the groups affected to move to different levels and patterns of interactions. To attempt this type of change process requires an unusually new or different approach to working with the formal and informal organizations of groups involved. These new approaches must encompass all the interactions of these multidimensional levels.

In the beginning or initial stages of project activity, the project's need for immediate movement and accomplishment is imperative. Projects are constantly in various stages of planning and development. The interactions among all the constituent groups -- IHE, community, and LEA -- are always in some state of change or flux, and are often in a conflict or crisis (though not necessarily negative). Therefore, the project's constant, ever-changing developmental stages usually require consultant help in a sophisticated, different way.

The complex nature of a Teacher Corps project does not lend itself to the traditional use of a consultant. The project's many program components and the mandated involvement of multiple constituencies warrant

attention and support of a different type. Usually, individual consultants are called in to provide expertise in content or process areas that meet a specific, defined need. Therefore, consultants who attempt to lend the type of help that Teacher Corps projects need must go beyond their usual areas of content and expertise. They must be able to assess and understand the local (site) values, norms, and mores. Only then, can they begin to share their knowledge in a positive, constructive way so that project movement can happen. Consultants must have abilities and skills that can be used to help projects plan, diagnose, and implement intervention strategies.

What does the team consultancy provide that an individual consultant does not? When the team consultants are carefully matched to project's needs and when diagnosis is carefully and thoroughly accomplished, then two or more consultants provide an expanded range of experiences and expertise. The consultant team's combined resources and experiences can result in project participants' achieving enhanced awareness levels and a broadened information base about project purposes, goals, and programs.

The Southeastern RCTR Center's approach and support of a team consultancy is not meant to be an argument pro or con about the work of individual consultants. We recognize that some individual consultants can, and do, handle the multiplicity of involvement levels in a project quite effectively. But an individual consultant, especially with expertise in a specific content area, can not be expected to be able to deal with the project complexities that need to be sorted and organized as quickly as possible. A well-chosen consultant team can plan for the most successful and impactful job that is possible. This will be accomplished once the

consultant team members understand the need for their particular expert services and the need for the consultant team's modeling of the collaborative working process.

One of the major reasons that we chose the team consultancy approach was to become more efficient and more cost-effective in the delivery of technical assistance services. This approach also seemed more responsive to project needs when plans were made by project staff to set up training sessions for project participants. One might argue that using more than one consultant is not more efficient, cheaper, or effective. We recognize that resources are limited; projects' consultant budgets are being eroded by increased fees and the high cost of travel. Hiring a consultant team of two or three, rather than one individual, does double or triple the cost. However, our experience shows that the results from a consultant team that is well-chosen, briefed, and utilized can equal and exceed more than the sum of its parts.

A consultant team can be chosen that will reflect and respond to all three project institutions and constituencies -- LEA, IHE, and community. Individual consultants, even as team members, are likely to be perceived as speaking the language of (or as representing) <u>one</u> of these three groups, thus lessening their effectiveness with the other two groups. A community council may be uncomfortable with someone who sounds like an administrator using educational jargon. The IHE dean is not likely to respond to a consultant who is unaware of the problems of declining enrollment and the need for retraining college faculty for work in schools. A team that includes consultants familiar with the issues and language of all three constituent groups can reach and move the total project.

A project's diversity extends beyond institutional differences. Each project has a unique combination of ethnic and economic groups within its IHE, LEA, and community settings. Understanding of these various sets of local values, language, ideas about schooling and use of resources can all be built into one team. Many projects have found the consultant team's diversity to be of great importance. But of more importance has been the modeling of successful collaborative processes within these diverse teams. To see a consulting team of men and women from different cultural and institutional experiences intensely working together toward a common goal is to see a microcosm of a successful project.

In addition to representing different institutional or cultural experiences, team members can bring a range of working styles and personal perspectives to the consulting task. One person may pay attention to logistical details, another to structuring group activites, and another to the feelings of individuals. Different team members may take on the roles of question-asker, summarizer, or synthesizer. One member can focus on areas of conflict, another on possibilities for collaboration. Bringing all these perceptions and perspectives together in one compact period of time maximizes the impact for a project, creating momentum rarely generated by an individual.

Finally, a team of consultants can bring together the several areas of professional expertise demanded by any one problem to be solved in a Teacher Corps project. Collaboration among disciplines has been necessary in dealing with school climate, individualization of instruction, or education that is multicultural. The team approach to planning and problem-solving in Teacher Corps becomes imperative as projects look toward years

Four and Five. For most projects, the focus on demonstration and institutionalization are new. Present project staffs will need extensive help. Individual consultants with knowledge and understanding of Teacher Corps, the issues and strategies of project collaboration in demonstration, and the complexities of institutionalization in communities, local schools, and colleges are rare. Teams of consultants collaborating on these concerns and their surrounding issues can work with projects to develop directions with powerful potential.

DETERMINING THE NEED FOR HELP

Most projects assume that they will need, want, and use consultants — experts outside of their own staff. Project budgets contain "consultant" lines; consultant files are created; directors swap stories about consultants. However, specific tasks for specific consultants are seldom identified in a project's long-range planning. In our experiences, a project's need for help usually emerged in one of four major ways.

1) A few projects design management procedures which systematically include consultant help for a variety of tasks, ranging from organizing a community council election, to facilitating a policy board retreat, to packaging demonstration materials. They have anticipated and planned for specific kinds of assistance at specific times in the life of the project.

2) Most projects, including those whose management designs designate consultant tasks, plan for consultant help around information received from various needs assessment processes. Some of these assessments are formal, such as a community needs assessment survey. Others are more informal, growing out of staff meetings, planning committees, workshop sessions, or retreats.

3) For some projects, the formative evaluation processes indicate that assistance is needed. Reports of progress on project objectives may show the need for outside help in areas that have evolved as particularly important, that are perceived as problems, and/or that are identified as demonstrable elements. Observations from less formal evaluation processes, such as visits from program specialists, conversations with network colleagues, and project staff reports, may also form the basis for identi-

fication of needs. These findings may indicate that new program efforts need to be planned, skill development is needed by staff, or products need to be designed and/or completed.

4) Unanticipated events occur even in the best-managed, most closely observed projects. Sometimes these events are exciting additions to the project. At other times, unexpected situations can be potentially destructive. A project in a crisis situation usually knows that help is needed and often turns to trusted outside experts to assess and intervene.

Before contacting a consultant, some considerations need to be discussed by the project staff about the need for help. Questions to be resolved at this point might include:

- Who needs help?
- Who thinks this is a problem or issue?
- Is this a project, group, or individual problem?
- How big is this concern or problem in relation to the total project perspective?
- Do we need to further clarify any of the concerns?

After discussion of these questions is completed, the staff needs to consider other questions, such as:

- What else is bothering us that we need to address?
- What do we want to have happen?
- What have we already tried?
- Do we need more information?
- What local resources do we have to use?
- Can we adjust our resources?
- Do we need outside help?

CLARIFYING THE TYPE OF HELP NEEDED AND WANTED

After deciding that help is needed and wanted, a project must determine the specific kind(s) of assistance desired. This clarifying or diagnostic process usually occurs in several conversations, both internal and external to the project. The primary staff member responsible for the area of the project needing help may gather ideas from people involved in the problem, put together a planning committee, or poll project participants. Discussions may even begin with potential consultants or technical assistance agencies.

These discussions about the type of help needed may focus on:

Facilitation -- of council meetings, policy board meetings, collaborative processes among role groups;

Planning and Development -- of procedures for election processes, by-laws, for the council or for policy board, expansion needs of the council or the policy board;

Development of programs -- such as intern activities, volunteer projects, inservice programs, parent involvement;

Training -- in holding effective meetings, communication skills, problem-solving, planning processes, institutionalization processes, evaluation designs.

As the clarifying process evolves, another set of questions regarding the types of activity needed needs to be addressed. The questions raised at this level in the process might include:

- Do the expected participants understand the need for this activity?
- Is the "training" expected to identify areas of need?
- What are the individual and group rewards that participants expect from the activity?
- Is there conflict or disagreement as to what is needed or expected from the consultant team visit?

Once the type of activity needed has been determined, then the project planning group should decide who will provide this help and who will make up the consultant team.

DECIDING WHO WILL HELP

The next question is often, "Who do we want to run this activity?" Although several sets of names may be suggested, a project often talks with only one potential consultant team member. If one of those persons does not want to do the job or cannot make a particular date, then a second person, often one the first consultant has recommended, may be called. Projects rarely ask several potential consultants to suggest approaches to the problem and then choose the approach which holds the most potential for meeting project needs.

The primary factor in deciding who to ask for help is often trust, based on personal experience. A project may have worked previously with individual consultants on-site, participated in activities with them at conferences, or known of the experiences of other projects with these consultants. In putting together a team, a project may first identify one consultant based on trust and past experience and, then, identify others based on professional expertise or hearsay. These other team members may later become trusted consultants after this first experience.

Early conversations with consultants are generally used to continue to clarify the type of help wanted, as the consultant seeks information for his or her decision about designing the service and/or providing the service. Expectations are clarified, the present situation explained, alternative approaches explored. Other topics might include amount of resources available (both human and monetary) participants' previous experience with the problem, and the outcomes expected.

In developing a team of consultants, project staff may have brief initial conversations with each prospective team member to determine

interest and availability. Discussion of outcomes and formats often then occurs in a telephone conference-call so that all consultants hear the same words at the same time and share responses.

In deciding upon consultant team members, many configurations are possible. For a team to work smoothly and collaboratively, serious consideration should be given to the different needs of the different participants. Consultants may be chosen for their unique characteristics in one (or more) areas -- i.e., expertise, working style, personnal characteristics, professional background. The following illustrations demonstrate the diversity of characteristics a project may look for in each area.

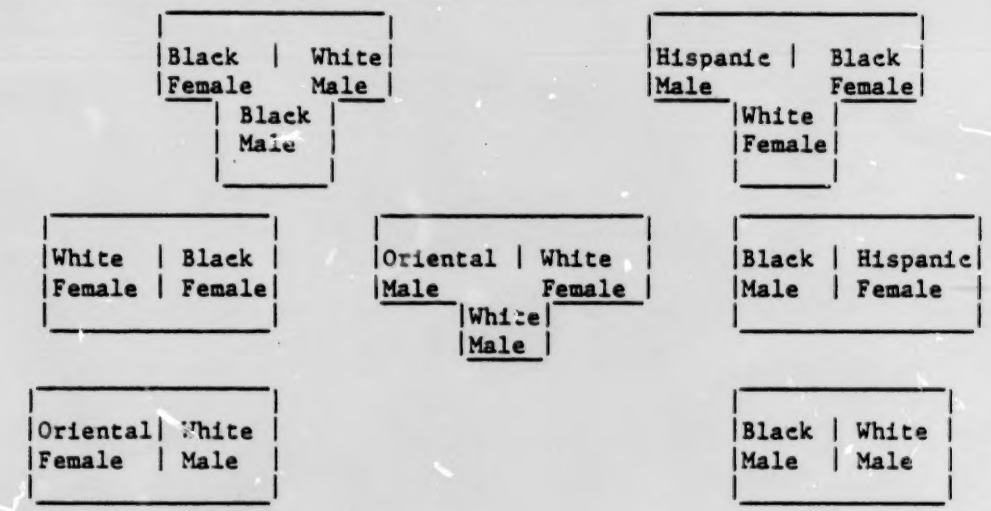
Sample areas of expertise.

Facilitation of	Information in	Management in	Organization in
•Small group activities	•Community Involvement	•Formal Structures	•Planning
•Large group activities	•Special Education	•Informal Structures	•Development
•Team building	•Inservice Education	•Communication Designs	•Implementation
	•Pre-service Programs	•Budget	•Evaluation

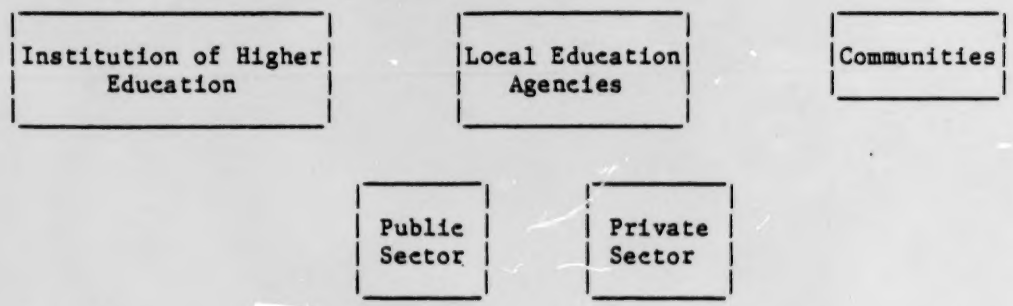
Sample working styles.

Structured	Formal	Didactic	Unstructured	Informal

Diversity in ethnicity, language, and gender.



Samples of Professional Backgrounds.



Each area previously described should be given careful consideration with regard to the project's unique needs before a final choice of consultant team members is made. If team members are chosen carefully, then projects will receive many helpful ideas from consultant teams with diverse combinations of expertise, style, background, ethnicity, and gender.

DESIGNING THE ASSISTANCE

Once the outcomes and general format for a team visit have been established, actual design begins. More telephone calls and exchanges of letters, written plans, and examples of materials occur among the team and between the team and the project staff. One contact person may be designated to coordinate the team and the plans, but having conference calls for planning and sending duplicate copies of materials to each team member will help to make the visit more successful.

A primary factor to consider in planning for the activity design is the time-frame needed and desired. In order to accomplish the planned activities, decisions will have to be made as to when and how long the activity occurs. "Will we need one day, two days, three days? Will one evening session with one full day be long enough? Should we conduct the activity on the weekend or during the week?"

Another design variable to consider will be the structure of the individual sessions within designated blocks of time. "Will we need to have large group presentations, small group activities, informal discussions, panel presentations? Should we plan for combinations of these formats for sessions in order to vary the routine?"

Other design variables to consider are the number of project people participating, the place or places for working, the feelings of the people participating, participants' previous experience with similar situations, and the preferences of the consultants.

The consultant team can help to answer these questions and then help to integrate all of these considerations into one cohesive design. The products of this total design will be the plans for consultants and an agenda for the activity. As this agenda is becoming "set"

from all the planning input, two questions need to be raised before the final agenda goes out.

1) Is the agenda set up in such a way as to accomodate as many individual and group needs as possible?

2) Is the agenda flexible enough to accomodate unexpected or unintended needs/concerns/issues that may arise because of this opportunity?

During this planning time, responsibilities will be sorted out. Who will do what, where, when, and how will be determined. Generally there will be a service agreement, signed by each consultant, indicating services to be provided, outcomes expected, dates or deadlines for services, fees for services, resources needed, and special arrangements. A list of responsibilities may also be drawn up and distributed to project staff and to the consultant team. Many of these responsibilites will be logistical -- travel to project or activity site, housing, transportation, meeting sites, equipment, etc. Other responsibilities include tasks relating to communication with the team, monitoring and providing feedback to the team, and assessing impact of team.

IMPLEMENTING THE ACTIVITY

The design for the consultant team visit has been based on needs, outcomes, feelings, resources -- all subject to change in a dynamic situation. The most important exchange in many visits has occurred when the team and the project contact person, often the director, get together at the site to review the plans before the formal activities begin. Plans get filled in, "fleshed out," -- and even scrapped. Thus, collaborating and reorganizing in response to unexpected events or improvising from a knowledge and experience base are important skills often needed at this point from consultants.

A feedback cycle is central to the success of the visits. The team members observe, document, and provide feedback to one another. The team and project contact person and/or staff should debrief at least once a day. The team and project staff may solicit direct feedback from participants, both formally and informally. Comments at the end of meetings or activities, feedback sheets, and even informal discussions in the halls and bathrooms all can yield important information to consultants who are willing to change and improvise any activity as needed.

A consultant team also often acts as the synthesizer and summarizer of the visit for others. Their consciousness of the reasons for the visit and their clarity of expectations for the visit can provide a framework for describing what did and did not happen. Using these same perspectives, a consultant team can be helpful to a project in planning next steps. Often a synthesizing meeting, for the purpose of assessing the present and projecting for the future, is held at the end of a visit

with the people who have the broad responsibilities for the project -- i.e., policy board members, school board members, college administrators, city council members, etc.

PREPARING A COLLABORATIVE REPORT

The consultant team's final responsibility of the visit is often to prepare a brief, collaborative report before leaving the site, rather than trying to overcome the problems of getting a report together after a team has separated. Often the report defines with greater clarity the previous discussions that were held at the debriefing and synthesizing meetings. In most cases, this report should include a design for follow-up and should delineate areas in which additional assistance is needed. This type of collaborative report prevents many of the good ideas or pertinent suggestions from being lost. This final event also provides for the closure that is necessary for solidifying the entire experience.

EVALUATING THE IMPACT OF THE CONSULTANT TEAM

In most instances, the project staff members and the consultant team use immediate observations to formulate their opinions about whether or not the visit met the project's need for help. Information about longer-range impact can come in a variety of forms. Occasionally a survey or an interview schedule will be used to explore the participants' use of information gained, opinions about strategies used, usefulness of skills developed, and feelings about the consultant team's helpfulness. Ideas about next steps that were delineated in the collaborative report can be utilized. In other projects, assessment of a consultant team's work is built into the on-going project evaluation process by the documentor/evaluator.

Whatever method of evaluation is used to determine the impact of the visit, the project staff (with others included) will need to begin to discuss the information in the collaborative report and the evaluation findings in order to answer the following questions:

- Did we accomplish what we planned?
- What did we <u>not</u> do that still needs immediate attention?
- What do we need to plan immediately for short-term activities?
- What do we need to plan now (with our new information) for long term activities?
- Who will be responsible for these new short and long-term activites?
- Who can we get to help?
- What resources do we have?
- What resources do we need?

- Do we need another consultant team visit?
- Can we use our local resources to carry out our plan now?

Over a period of time, there are likely to be many informal indicators of the consultant team's impact. Participants may want to work with the same consultants again; suggested strategies may surface in new situations. Members of the consultant team may get calls from other projects saying, "I heard you had an exciting trip last month to the project at Upstate U. How about doing something like that for us?"

By looking carefully -- in both formal and informal ways -- at the impact of one consultant team visit, a project can sort out what worked and what didn't work, who was most effective with whom, what problems there were in planning, presentations, etc. This information becomes part of the project's experience base to be used in determining what help may be needed another time -- thus starting the cycle again.

Using the consultant team approach for on-site technical assistance can enhance and enrich the project program dramatically as participants go about the complicated processes of <u>making a Teacher Corps project work</u>!

PART TWO

FORMS AND SAMPLES

PART TWO

These forms and samples are included for use by your staff as you plan consultant visits to your project. They may be used "as is" or revised to suit your particular unique needs or style. We have found these types of forms to be useful in helping to plan, organize, document, and evaluate our efforts.

You will find:

- Needs Assessment Samples
- Consultant(s) Planning Forms
- Sample Agendas
- Documentation Forms
- Evaluation Forms
- Collaborative Report Samples
- Resource People

NEEDS ASSESSMENT SAMPLES

UNIVERSITY OF NORTH FLORIDA
HASTINGS TEACHER CORPS
COMMUNITY COUNCIL OPINION SURVEY

Hastings Teacher Corps is asking for your opinion. What would you like to see Hastings like? What would you change in Hastings to make it a better place for children? Keep these questions in mind as you read the following statements.

PLEASE CHECK THE ANSWER THAT BEST DESCRIBES YOUR OPINION

	Very Important	Important	Not Important	No Opinion
1. Setting up a headstart program for <u>all</u> 3-5 year old children.				
2. Explaining to high school seniors how they can get financial support for college.				
3. Explaining to high school students skills and training needs for different jobs as well as employment opportunities in the various jobs.				
4. Setting up a time and place for study hall in the high school.				
5. Providing after school help for students having trouble with their lessons.				
6. Making sure that high school students are given the opportunity to enroll in classes for students who plan to attend college.				
7. Giving students an opportunity to learn the art of farming.				
8. Giving students an opportunity to take English and mathematics during the summer months.				
9. Providing experiences in school that would give students more confidence in their ability to perform.				

	Very Important	Important	Not Important	No Opinion
10. Providing more opportunities for students to participate in clubs.				
11. Increasing the opportunity for students to receive help from a speech therapist.				
12. Improving the discipline rules in the schools.				
13. Improving communication between school and home.				
14. Providing students with the opportunity to study in classes not offered by the school in an independent study program.				
15. Increasing teacher understanding of the needs and interests of students.				
16. Setting up a suggestion box in the schools.				
17. Starting a community and school newsletter or bulletin board.				
18. Setting up a community band or orchestra.				
19. Providing more recreational activities and facilities for students and adults.				
20. Providing more opportunities for <u>all</u> persons in the community to understand each other better.				
21. Providing the community with information about jobs and available services.				
22. Providing a means to welcome all new community members.				

COMMUNITY COUNCIL OPINION SURVEY
Page Three

	Very Important	Important	Not Important	No Opinion
23. Attracting new jobs to the community.				
24. Improving the school image in Hastings.				
25. Increasing the use of the public library.				
26. Offering typing and shorthand classes for adults.				
27. Offering some basic education classes for adults.				
28. Offering classes in sewing for adults.				
29. Helping parents work with their children in the areas of drug abuse, teenage pregnancy, health and nutrition.				
30. Providing activities for older citizens in the community.				
31. Teaching students and adults how to apply for, interview for, and succeed on a job.				

32. Please write in other needs that you can identify that do not appear on this form.

a. _____

_____

b. _____

_____

c. _____

_____

Please return to:

Where Are We?

Kanawha County Teacher Corps Project

Instructions: Please read the following questions and respond to them - as you see it. Circle the number which you feel best indicates your understanding about each item.

	UNCLEAR			VERY CLEAR
1. What is Teacher Corps?	1	2	3	4
2. What is the policy board?	1	2	3	4
3. What are the project goals?	1	2	3	4
4. What are the relationships between the community council, the project schools, and the colleges?	1	2	3	4
5. What is the purpose of the community council?	1	2	3	4
6. What are the major roles and responsibilities of the community council?	1	2	3	4
7. What are the roles and responsibilities of the community council chairperson?	1	2	3	4
8. What is your personal role as a member of the community council?	1	2	3	4
9. What are effective procedures for conducting community council meetings?	1	2	3	4

COMMENTS:

CONSULTANT(S) PLANNING FORMS

PURPOSE FOR CONSULTANT TEAM VISIT

SITUATION/BACKGROUND:

OUTCOMES DESIRED:

CRITERIA FOR CONSULTANT(S) CHOICE:

TENTATIVE DATE FOR CONSULTANT(S) USE:_____

CONTACT PERSON:_____

NOTES:

CONSULTANT INFORMATION SHEET

CONSULTANT NAME: _____

ADDRESS: _____

_____

_____

PHONE (OFFICE) _____ (HOME) _____

SOCIAL SECURITY NUMBER: _____

PLACE OF MEETING OR CONFERENCE: _____

_____

TYPE OF CONFERENCE OR MEETING: _____

_____

DATE(S) OF MEETING: _____

COMMENTS OR NOTES: _____

_____

_____

INITIALED	FORMS FOR CONSULTANTS	DATE
_____	SERVICE AGREEMENT MAILED	_____
_____	SIGNED SERVICE AGREEMENT RECEIVED	_____
_____	TRAVEL ARRANGEMENTS COMPLETED AND ITINERARY SET	_____
_____	AGENDA MAILED	_____
_____	COMLETED TRAVEL/FEE FORM RECEIVED	_____
_____	TRAVEL/FEE FORM FILED WITH PROJECT BUDGET OFFICE	_____
_____	CHECK RECEIVED FROM PROJECT BUDGET OFFICE	_____
_____	CHECK AND LETTER OF THANKS MAILED	_____

CONSULTANT SERVICE AGREEMENT

NAME: _____ SOC. SECURITY #: _____

OFFICE ADDRESS: _____ OFFICE PHONE #: _____

_____

_____

HOME ADDRESS: _____ HOME PHONE #: _____

_____

_____

ROLE OF CONSULTANT: _____

_____

_____

OUTCOME(S) EXPECTED: _____

_____

_____

DATE(S) OF SERVICE: _____

DATE(S) OF PRODUCT COMPLETION: _____

PLACE: _____

FEE PER DAY: _____

NOTES: _____

_____

_____

_____ _____

CONSULTANT SIGNATURE DATE

_____ _____

DIRECTOR'S SIGNATURE DATE

Sign both copies and return one to the project immediately.

CONSULTANT(S) FLIGHT SCHEDULE(S)

NAME _____ HOTEL _____

PHONE # _____

DATE	PLACE OF DEPARTURE	DEPARTURE TIME	FLIGHT NUMBER	ARRIVAL TIME	DESTINATION

NAME _____ HOTEL _____

PHONE # _____

DATE	PLACE OF DEPARTURE	DEPARTURE TIME	FLIGHT NUMBER	ARRIVAL TIME	DESTINATION

DOCUMENTATION FORMS FOR CONSULTANT TEAM VISIT

Date _____

Session _____

CUMULATIVE DAILY ACTIVITY DATA

---

1. ACTIVITY/Participants/Outcomes/Learnings (Use additional sheets if necessary)

---

2. ACTIVITY/Participants/Outcomes/Learnings (Use additional sheets if necessary)

SUMMARY OF PLANNING ARRANGEMENTS

DATE

_____ Plans for visit confirmed (agenda, schedule of events, etc.).

_____ Arrangements with Consultant(s) confirmed -- special needs, project materials sent to consultant(s), materials received from consultant(s).

_____ Travel and lodging arrangements completed (Flight Schedule complete, ground transportation arranged, name of hotel/ phone number).

_____ Other arrangements completed (communication with relevant persons, preparation of materials, etc.).

Date:_____

SUMMARY OF DAILY ACTIVITY DATA

CURRENT SITUATION

PARTICIPANT INVOLVEMENT

ISSUES RAISED

ISSUES WORKED ON

ISSUES TO BE RESOLVED

NEXT STEPS/REVISIONS OF PLANS (Use additional sheet if needed.)

Date _____

Writer _____

NOTES FOR COLLABORATIVE REPORT

Notes taken by the consultant(s) and project staff will be put together in a collaborative written report upon completion of the agenda <u>before</u> the consultant(s) leaves.

OUTCOMES ACHIEVED:

ISSUES STILL TO BE RESOLVED:

NEXT STEPS:

COLLABORATIVE REPORT

Please provide a summary of the consultant(s) visit, including key issues that emerged, considerations for "next steps" and/or future visits, and any follow-up actions that need to be completed.

EVALUATION FORMS

Sample of a Conference or
Workshop Evaluation Form

Role of Community Councils
April 27, 1979

Achievement of Objectives

1. To clarify the role of the community council in the Teacher Corps project.

   Low 1 2 3 4 5 High

2. To present information on the Teacher Corps program, the local project, and ideas on council roles.

   Low 1 2 3 4 5 High

3. To have a positive, participatory group experience.

   Low 1 2 3 4 5 High

1. My knowledge of the information presented prior to this workshop was: 1 2 3 4 5 (Low) (High)

2. The extent this workshop increased my knowledge and skills is: 1 2 3 4 5 (Low) (High)

3. The overall usefulness of this workshop for me is: 1 2 3 4 5 (Low) (High)

4. The organization of the workshop was: 1 2 3 4 5 (Low) (High)

5. The clarity of presentations was: 1 2 3 4 5 (Low) (High)

6. The adequacy of facility accomodations were: 1 2 3 4 5 (Low) (High)

STRENGTHS OF WORKSHOP	WEAKNESSES OF WORKSHOP

53

FORMATIVE EVALUATION REPORT FORM

OBJECTIVE/OUTCOME:

PROGRESS TO DATE:

RELATED ACTIVITIES TO DATE:

PROJECTED ACTIVITIES:

RECOMMENDATIONS:

ASSISTANCE NEEDED:

SAMPLE AGENDAS FROM CONSULTANT TEAM VISITS

Norfolk Teacher Corps Program '79

Itinerary for Community Election
Consultants - Rannie Lewis
and Meredith Adler

May 23 - 25, 1979

Tuesday, May 22, 1979

Arrival of Meredith Adler
8:49 a.m. Piedmont 946

Wednesday, May 23, 1979

9:00 - Parent Aide Training Session
Lindenwood Elementary School
10:30 - 10:45 Break
12:00 - 1:30 LUNCH

1:30 - 1:30 Staff Briefing

7:30 P.M. Brief Session with Election Committee, Norview High School

Thursday, May 24, 1979

9:00 -
- Radio Announcements
- Newspaper Releases
- Fliers for Community Distribution
- Documentation Report

10:30 - 10:45 Break

10:45 - Briefing Session with Election Committee, Lindenwood Elementary School

12:00 - 1:30 LUNCH

1:30 - 3:30 Election Strategy Session

7:00 - Briefing Session with Election Committee, Willard Junior High School

Friday, May 25, 1979

9:00 - Election Strategy Session, Norfolk State College

10:30 - Break

10:45 - Debriefing Session

12:00 - 1:30 LUNCH

SOUTH PIKE COMMUNITY COUNCIL RETREAT
June 29-30
Gulfport Holiday Inn
Gulfport, Mississippi

FRIDAY
June 29:

4:00 - 5:00 -	Hotel registration and check in
6:00 - 7:00 -	Opening Dinner
7:00 - 9:30 -	"Coming Together - Exploring Why We're Here" This session will provide an opportunity for community members to interact with each other and to explore the role of the community council in the Teacher Corps project. In addition, community members will have an opportunity to express concerns, ideas, "new directions", and specific goals and objectives.

SATURDAY
June 30:

8:30 - 12:00 -	"Where do we go from here?" Community members will have an opportunity to determine plans the council wishes to undertake and to discuss specific strategies which will enable the council to complete these plans. In addition, the participants will have an opportunity to discuss the role of the policy board and the council's relationship to the policy board.
12:00 - 1:00 -	Seated lunch
1:00 - 3:30 -	"Working Together" Community council members, meeting with the policy board members and the project director, will have an opportunity to discuss ways of working together to achieve project objectives.

PARTICIPANTS:

1) Sylvia Alford
2) Jewel Brock Jr.
3) Pat Brumfield
4) Mrs. George Butler
5) J.J. Carter
6) Jim Culotta
7) Elizabeth Cutrer
8) Mrs. George Goza
9) James Jackson
10) Alphonse Marks
11) Sandra McKenzie
12) Wallace McKenzie
13) Steven Rawls
14) Jeanne Smith
15) Ben Weathersby

RESOURCE PERSONS: Ken Young - West Virginia College of Graduate Studies
Annette Gromfin - Western RCTR Center
Martha White - Southeastern RCTR Center

INVITED GUESTS: Mark Richmond - Project Director
Seth Dillon - South Pike Superintendent
Bobby Anderson - Dean, Univ. of Southern Mississippi
Bill Hetrick - Director of Center for Comm. Education
U.S.M.

Community Council Workshop
Wise County (VA) Teacher Corps
September 21-22, 1979
Consultant: Meredith Adler
RCTR Representative: Martha White

Friday, Sept. 21 7:00 p.m. - 9:00 p.m.	Opening Statement and Introduction of Consultants, Linda Eakin, Community Coordinator
	Outline of Workshop Agenda, Martha White
	Dipper and Bucket Introductory Exercise, Meredith Adler
	Looking at the Teacher Corps National Perspective Martha White
Saturday, Sept. 22 8:30 a.m.- 3:00 p.m.	Coffee and Doughnuts
8:30 - 9:15	Opening Exercise, Reaching Consensus: Aims of Education
9:15 - 10:00	Review of Previously Identified Council Functions
10:00 - 10:15	Break
10:15 - 11:00	Brainstorming Activity: The Belt Exercise
11:00 - 12:15	Introduce Potential Council Functions, React, Prioritize
12:15 - 12:45	Lunch
12:45 - 2:00	Complete Prioritizing Brainstorm Activities for Highest Priority Functions
2:00 - 3:00	Election of Committee Members
2:30 - 3:00	Wrap Up
3:00	Adjourn

MILES COLLEGE TEACHER CORPS PROJECT

Schedule for RCTR Community Council Election Consultants
Dr. Donald Butler, Western Kentucky University
Mr. Rannie Lewis, Southeastern RCTR (U. of Georgia, Athens)
Ms. Martha White, Southeastern RCTR (U. of Georgia, Athens)

August 28 - 29, 1978

Monday, August 28th

8:30 - 10:00	Meeting with Project Director (Dr. Amos Isaac) Sheraton Inn Hotel
10:00 - 11:00	Meeting with: Dr. Paul Murray (PDS/Documentor) Mrs. Mildred Mann (LCCC) *Mrs. Annie Mae Key (Comm. Rep. on Policy Board) Dr. Amos Isaac
11:00 - 12:00	Meeting with Mr. Johnson (Director of HRZ)
12:00 - 1:00	Lunch at Brighton Elementary or High School
1:00 - 4:00	(A) A Tour of the Brighton Community (B) Williams/Cruther/Cobb (C) Tim Jackson - Media Specialist, Miles College
5:30 - 6:30	Dinner Meeting with Policy Board - Faculty Dining Hall, Miles College

Tuesday, August 29th

9:00 - 10:30	Election Task Force Meeting - Brighton High School
10:30 - 12:00	Policy Board Meeting - Brighton High School
12:00 - 1:00	Miles College - Lunch with members of Education Division
1:00 - 4:00	• Interaction amongst consultant team • Debriefing

SAMPLE COLLABORATIVE REPORTS

OSTA REPORT
Community Council Training Workshop
South Alabama/Mobile Teacher Corps Project
Feb. 28 - Mar. 1, 1980
Consultant Team: Ken Young, Annette Gromfin, Martha White

Prepared by Martha White

Mobile Community Council Training Workshop
February 27 - March 1, 1980
Consultant Team: Ken Young, Annette Gromfin, Martha White

BACKGROUND

The Mobile Community Council Training Workshop, held Feb. 27 - March 1, was the culmination of several months of planning between Gwen Mance, the community coordinator, and the Southeastern RCTR Center. While attending the Southeastern RCTR Center's Community Council Chairperson Workshop in November, in Atlanta, Ms. Mance and the council chairperson, Rev. Paul Whiteurs, met with Southeastern Center staff members to discuss the council's need for training. As a result of a delayed project funding date and the severe hurricane that the city of Mobile had experienced, the seven member community council had encountered difficulties in becoming organized. Ms. Mance and Rev. Whiteurs indicated that a training workshop would be helpful in assisting the council to become operational, to understand its role and function, and to understand the unique aspects of a youth advocacy project.

Following the Community Council Chairperson's Workshop, Ms. Mance and Rev. Whiteurs met with the council to discuss the training workshop. The council, which had agreed to expand the council membership to include eight additional members, determined that the training workshop would be most effective after the election of the new members. Thus, Ms. Mance contacted the Southeastern Center to schedule the training workshop during the first two months of the year. After several scheduling conflicts, it was determined that the consultant team, composed of Annette Gromfin, Ken Young, and Martha White, would conduct

the training workshop Feb. 27 - March 1, 1980. The workshop would include a tour of the three youth advocacy agencies, a three-hour training session on both Thursday and Friday nights, and an eight-hour training session Saturday. Objectives of each session are included in the attached agenda.

Mobile Community Council Training Workshop

February 29 - March 1, 1980

Malaga Inn

Mobile, Alabama

Thursday, February 28:

7:00 - 10:00 - "Coming Together - Exploring Why We're Here"
This session will provide an opportunity for community council members to interact with each other and to explore the key ideas of the Teacher Corps program, including: the basic purpose, outcomes, and program elements; the "why" of community councils; the unique aspects of Youth Advocacy projects.

Friday, February 29:

7:00 - 10:00 - "Now That We're Here, What Do We Do?"
In this session, council members will have an opportunity to explore the council's specific role and function, the council's operational procedures, and the council's relationship to other project role groups. Specific planning strategies may also be explored.

Saturday, March 1:

9:00 - 12:00 - "Working Together"
In this session the council members will have an opportunity to meet the project director, representatives from the Youth Advocacy agencies, and other project personnel to explore ways of working together. There will be an opportunity to discuss concerns, needs, resources, of the various groups, with a focus on new directions for the project.

1:00 - 5:00 - "Where Do We Go From Here?"
The final session will provide council members an opportunity to pull together the learnings from earlier sessions in order to outline "next steps" and define a plan of action. Council members can determine the activities the council wishes to undertake in regard to participation in the project, programmatic activities, and further training. Specific strategies to implement the activities will also be discussed.

SUMMARY OF WORKSHOP ACTIVITIES

Thursday, Feb. 27

The consultant team met with Ms. Mance and several community council members for a tour of the three youth advocacy agencies: The Continuous Learning Center, an alternative school within the school district; Libra House, a school and counseling program for troubled youth; and the Mobile County Youth Center, a juvenile correctional institution. The participants not only toured each of the facilities but also had the opportunity to meet and talk with the administrators of each agency.

The initial workshop session began at 7:00 Thursday evening with four council members, three project staff members, and the principal of the CLC in attendance. A general discussion of the purpose, basic outcomes and program elements, and the structure of the Teacher Corps project was initiated by the consultants. The relatively small size of the group and the informal setting provided an opportunity for open discussion and dialogue among all participants. This was apparently beneficial, since the council members were able to obtain clarifying information from the project director and staff. Most of the issues and questions raised are included in the listing below:

- Project Information Base - What is the project actually trying to do, particularly in regards to helping troubled youth? How does the project plan to work with other agencies to avoid duplication of services and efforts.
- Role of Council - What is the council's role in the project, particularly in terms of helping troubled youth? Is the council a "planning" or "doing" group? What kinds of training are needed for the council to carry out its role?

- Council Operations and Structure - What is the most effective way for the council to operate? What are the council's relationships to other project constituencies-- i.e., the university, the target schools, the project staff, the community, the policy board, the steering committee? How much control does the council have over its financial allotment? What strategies can be utilized to make the all-black council more representative of the community?

Friday, Feb. 28

The Friday night workshop was attended by eleven persons, including five council members, four project staff members, one CLC teacher, and two community members. Since five of the eleven participants had not attended the initial session, the first part of the workshop was spent reviewing the information and issues raised the previous night. Several members raised concerns regarding the impact of the project on the regular schools in the county. Since the target agencies draw students from the entire district, it will be difficult to focus on any one school, particularly in regard to the issue of re-entry into the regular school.

To reinforce the intended operation of a Teacher Corps project from the National Program perspective, Dr. Young led a discussion in which he graphically depicted the collaborative parnership among the IHE, LEA, and policy board. The structure of the policy board was also depicted and a great deal of discussion centered around the operations of the local policy board. Since the policy board meets only four times a year, the council members wanted to know the proper way to channel their concerns, plans, and decisions.

Dr. Young also outlined various areas the council would need to

focus on to become more effective (summarized below). Although specific training may be needed in some areas, the council members may be able to work through some of the areas on their own under the supervision of the community coordinator.

1. Purpose - The council needs to clearly define, in writing, its basic purpose and its role and function in the project. These ideas should be reflected in the by-laws.
2. By-Laws and Procedures - The council will need to determine its own operating procedures and revise its bylaws to reflect these procedures. Leadership and membership issues are particularly important to define. Utilization of sub-committies, task forces, and associate members should also be spelled out.
3. Information Base - The council should then identify persons its needs to function most effectively, particularly in terms of project operations. The council should then identify persons and/or resources to provide this information.
4. Relationships - The council needs to clearly define, in writing, its relationships to:

   a. the policy board
   b. the community
   c. the community coordinator
   d. the steering committee
   e. the target agencies
   f. the director & other project staff

5. Communication System - The community council needs to establish clear communication channels with various project constituencies to insure a constant flow of information.

The session concluded with a review of the Saturday morning workshop agenda, in which project staff and representatives from the three YAA agencies would meet with the council to discuss ways of sharing resources and working together to meet the project objectives. The Saturday after-

noon session was scheduled to be an intensive training workshop for council members only.

Saturday, March 1

The Saturday morning workshop session was attended by the three representatives from the youth advocacy agencies and the four project staff members. Since no community council members were in attendance, the agenda and format of the session were modified. As this session was the first opportunity the YAA representatives had had to meet together, the meeting provided a chance for the sharing of ideas and concerns. The agency representatives were interested in clarification regarding the council's role and suggestions for establishing specific ways in which the council could interact more effectively with the agencies. Other issus raised included:

- Re-entry of students from the agencies to the regular schools. Administrators and teachers need to become aware of and sensitive to returning students' needs. In addition to providing appropriate inservice activities, it was suggested that teachers, principals, and other interested persons be taken on a tour of the three agencies.
- Students who cannot successfully return to the traditional setting. The participants discussed the possibility of establishing other "alternative school" models for those students who cannot return to the traditional school setting.
- Sharing of Resources. The three agencies, in collaboration with the project, need to establish a network of resources that will be beneficial to all involved.

Following the discussion, the participants had an opportunity for informal discussion and dialogue at a seated lunch.

Saturday Afternoon, Mar. 1

Since no community council members were present for the afternoon training session, the consultant team met with the community coordinator to discuss various strategies that would enable the council to become a more effective organizaiton. The following list summarizes the major suggestions and considerations that were discussed.

- Role of the Community Coordinator

  The community coordinator should work with the project director, the community council chairperson, and the council members to clearly define her role and responsibilities. A clear understanding of the coordinators' specific duties will not only enable the coordinator to do her job more effectively, but will also enhance the council's understanding of its responsibilities.

- Establishment of a Cohesive Council

  As a result of various extenuating circumstances, the council has not yet functioned as a cohesive group or organization. Although the majority of members have indicated interest and commitment, they have functioned primarily as individuals rather than as a group. It was suggested that a week-end training retreat might be an appropriate vehicle through which the council could not only establish its identity as a group, but also receive appropriate training and begin to establish goals and objectives. Local consultants (from the IHE, county extension office, etc.) may be available to provide training in group processes as well in decision-making skills, planning skills, and goal-setting. Suggested initial

goals and objectives that the council may wish to undertake were outlined as follows, by Dr. Young:

Goal: By May 1, 1980, the Mobile Teacher Corps Community Council will be an effective, functional group.

Objectives:

1. The council will develop a written statement of purpose.
2. The council will develop a written set of by-laws.
3. The council will identify a list of critical training needs for its members.
4. The council will develop a plan for communicating with other project constituencies and the community.

Identification and Development of Resources

Individual council members should be given responsibility for identifying and developing various resources within the community. These sources may include human resources as well as agencies, organizations, and material resources.

Expansion of Council

The Council may wish to consider expanding its membership, to increase representation not only of the community's various ethnic groups, but of the various other groups, agencies or resource organizations within the community. The council should include procedures for expansion within its by-laws. Procedures for expansion may include holding a community-wide election for additional members. However, the council may prefer to appoint associate members, special task force members, ad hoc committee members, etc. The by-laws should also specify methods for replacing inactive members.

Council Representation on other Project Groups

All project planning and decision-making groups (policy board, steering committee, etc.) should include representatives from the council and/or the community. The council may wish to initiate this request through the policy board.

Use of Council Monies

Since several council members had indicated concern over the use of council monies, the council may wish to include in its by-laws a statement that any use of council monies should be approved by the entire council, rather than by the coordinator or chairperson alone. This statement should be communicated to the project staff and the policy board.

Communication with Project Staff

In order to insure that the council is properly informed of all project activities, the council members may wish to make specific requests to the project staff regarding information. The council may request that the project staff not only meet with the council periodically for a "project up-date" but also periodically provide written information regarding project activities.

COMMENTS

The consultant team's visit to the Mobile Teacher Corps Project was originally intended to provide intensive training to the community council so that the council could define its role and function, become more effective in its operations, and develop a plan of action. Because of the relatively small number of council members who attended the workshop sessions consistently, the original objectives were modified considerably. However, the consultant team agreed that the "unintended outcomes" -- i.e., information sharing, dialogue, and establishment of communication channels among the various project groups--were not only beneficial, but necessary for the further development of the council and the project.

The council has obviously encountered numerous difficulties to date in becoming operational. However, there is a tremendous amount of potential for the development of a dynamic, effective council, as evidenced by the commitment of the community coordinator and council chairperson, and the high interest level of the council members. It is imperative that the council have an opportunity to come together and establish itself as a cohesive group, through extended training sessions and/or extended monthly meetings. (A one-hour meeting once a month may not be sufficient for council business, training or information sharing.)

The council's feeling of ownership within the project is critical to its success. Unless the council is openly accepted as an active partner in the planning, implementation, and evaluation of the project, council members' involvement will be minimal, regardless of the formal "training" they receive. The project staff should continue its efforts to assist the council in becoming a viable partner in the overall operations of the project, particularly in view of the complex nature of a youth advocacy project.

OSTA REPORT
Community Council and Staff Training Workshop
West Virginia University/Kanawha County Teacher Corps Project
Charleston, West Virginia
March 9, 10, 11, 12, 1980
Consultant Team: Harry Thompson and Nancy Bonney

Prepared by Nancy Bonney

Kanawha County Community Council and Staff Training Workshop
March 9-12, 1980
Consultant Team: Dr. Harry Thompson and Ms. Nancy Bonney

BACKGROUND

The Kanawha County Community Council and Staff Training Workshop, held March 9 - 12, 1980, was planned at the request of the Teacher Corps project director, Katy Maddox. In October, 1979, Ms. Maddox contacted the Southeastern RCTR Center to request the consultant services of Dr. Harry Thompson, project director of the University of Vermont/Montpelier Teacher Corps Project. Since the Kanawha County and University of Vermont are both youth advocacy projects, Ms. Maddox wanted someone of Dr. Thompson's expertise and experience to lead and share with participants in an intensive workshop. It was agreed that Nancy Bonney would join Dr. Thompson for the visit.

In discussing current activities, and needs, goals, outcomes, and for this workshop, it was decided that the workshop would be held in March -- a time that was convenient to all involved. Through conference calls and individual calls the following outcomes were agreed upon:

(1) Training for community council members in more significant levels of project involvement; and

(2) Training for the interns, team leader, and staff at Cabell Youth Advocacy Center in Teacher Corps outcomes, staff roles, and communication strategies.

Once the outcomes were set, planning for the agenda occured between Ms. Maddox and Ms. Bonney, Southeastern RCTR Center Director. The content of the workshop was planned by Ms. Bonney and Dr. Thompson with

input from Ms. Maddox periodically when directions and further clarification were needed.

In planning for the first outcome, information was gathered from Ms. Maddox over the phone, from documentation reports of the project's activities over the past year, and from reading the project's original and amendment proposals. The community council membership has been active from the time of election. Elaine Washington, the council's chairperson, is providing strong, energetic, and timely leadership for the council. The main program activity of the council over the past months has been the tutoring program which the council planned and implemented with help from project staff and school district staff. The next developmental level of involvement for the council will be one that will involve more community persons and agencies in keeping motivation high while broadening participation and activities.

In planning for the second outcome, information on intern activities, staff activities at Cabell, coordination links, project activities were sought. Since the four interns were selected last May (1979) three have withdrawn from the project and three new interns have been selected. Thus, of the four now working, only one attended CMTI where an extensive orientation to the Teacher Corps program goals, expectations, role definitions, and project organization was given. Even though at the present the four interns are actively and energetically involved in project activities, some confusion is apparent concerning their roles at the different schools and the Cabell Youth Advocacy Center. Concurrently, the staff at Cabell is still trying to clarify goals, purposes, objectives, and activities for the center itself. To include and incorporate the Teacher Corps project into the

Cabell School management design is challenging at this early stage of the center's development. The OSTA training design was planned to include activities that would help Cabell staff and Teacher Corps project interns to:

(1) clarify roles

(2) clarify expectations

(3) improve communication

(4) encourage collaborative working relationships

SUMMARY OF ON-SITE VISIT

The following section describes the agenda and the activities which were designed and carried out to meet the objectives of the visit.

Monday - March 10, 1980

"Orientation"

9:00 - 1:00

Consultants, Dr. Harry Thompson and Ms. Nancy Bonney, met with Ms. Katy Maddox, project director, and Ms. Barbara Waite (see p.9 for explanation of her role) to solidify plans for the two training sessions. Discussion focused on clarifying any questions regarding background infomation, current activities that could observed or that would effect the training plans, and last minute logistical arrangements. Specific objectives for the two intern and staff training sessions were:

- Sharing of the Teacher Corps youth advocacy project goals and goals of Cabell Youth Advocacy Center;

- Identification of potential value of persons either within and auxillary to the project;
- Raising of awareness levels of all participants of the needs of others (both internally and externally);
- Identification of areas and people who can be brought into the project as resources;
- Sharing of techniques to motivate and involve others.

After this discussion the group went to Cabell Youth Advocacy Center to meet the staff and interns, see the students in school, and to meet other staff who have ancillary programs also housed at Cabell. (See attached sheets of participants and persons met at each session or visit.) The group then went to the Teacher Corps office at Stonewall Jackson High and met the project staff and toured the school facility.

"Interns and Staff Training Session" 1:00 -3:45

Dr. Harry Thompson, consultant, provided leadership for this training session. A warm-up and get acquainted activity (focusing on listening skills) was conducted first. This activity led into a sharing of personal and professional concerns or issues related to differentiated staff roles and functions. Many questions concerning the purposes of the Teacher Corps project were raised and clarified. Interns were interested in clarifying their roles at Cabell Center. They also discussed the differences in role expectations at the three site schools when they were assigned to them. Some examples of specific questions addressed by interns and staff were:

1. What is your understanding of collaborative effort? What can you personally do to help make collaboration as a process work?

2. What is the relationship of your role to the accomplishment of the Teacher Corps project's objectives?
3. What three things do you personnally need to make the Teacher Corps project work?

This session ended with planning that would focus the Tuesday afternoon session on communication problems and strategies.

"Community Council Training Session" 7:00 - 9:15

The council members, project staff, and resource persons met to work with Dr. Harry Thompson. Since this session was a regular meeting of the council, several items of business were conducted. Ms. Bonney gave resource materials to council members and explained what each was, their purpose, and suggestions for use.

Dr. Thompson led the council through a discussion of a problem solving model. He took one of the items that had been brought up in the business meeting and led the council in a discussion through the steps necessary to finish the plans for the activity. The activity used to demonstrate this model was council planning for a meeting in the spring with school staff agency personnel, parents, and students. Discussion evolved around logistics, goals, format, and persons responsible for different tasks. Dr. Thompson made several suggestions about ways to expand and broaden interest and involvement in this activity as well as others that might be planned for the near future.

Tuesday - March 11, 1980

"Visitations" 9:00 AM - 1:00 PM

The consultants and Ms. Maurene Miller, program development specialist, visited Roosevelt Junior High (one of the project's site schools) to meet with personnel, tour the school, and observe the activities in the school's Alternative Learning Center. The group spent an enjoyable and very enlightening hour with the assistant principal, Ms. Patricia Petty. She shared ideas on the initial stages of development of the Alternative Learning Center, current activities, management and staffing schedules, and the school's philosophy on discipline. Learning about this alternative form of school management for disruptive students was both informative and impressive.

The group then visited the West Virginia Cultural Center near the state captial complex for a look at West Virginia history.

"Intern and Staff Training Session" 1:00 - 3:45

Building on the previous session's content and outcomes, Dr. Thompson led the interns and staff members through several activities. The group spent time brainstorming ideas on internal communication needs and problems, then focused on looking at "What Is - to - What Should Be." The group then took the information they had generated and began to formulate strategies and solutions for improving communication patterns, links, and responsibilities. As the summary activity, a closing discussion was led by Dr. Thompson that resulted in most participants committing themselves to a renewed effort of involvement, support to one another, and collaborative input and decision-making.

"Debriefing" 4:00 - 6:00 pm

After the final training session was finished Dr. Thompson, Ms. Maddox, Ms. Miller, Ms. Waite, and Ms. Bonney met to "debrief," share perceptions, and solidify recommendations made throughout the OSTA sessions.

RECOMMENDATIONS

The following specific ideas and recommendations were discussed:

(1) The director, project staff, interns, and Cabell staff need to further discuss roles and the delegation of responsibilities for the completion of the myriad of tasks inherent in this complex project. This step would also begin to help define communication patterns and gaps.

(2) The development of alternative ways to solicit and coordinate other volunteers in the tutoring program and in other council activities is emerging and timely. The project staff may need to pursue the consideration of who is (or is not) responsible for coordination of the community effort. Elaine Washington, council chairperson, is presently doing an outstanding job. However, since she works fulltime in a local industry and volunteers her time to the council job, total coordination of the project's community effort would seem to be an unrealistic expectation of her time and energy. A paid staff person could be responsible for coordinating, training, and supporting the council, the interns, the team leader in their involvement with the community. Additional project staff support could be given to the council

by the program development specialist and the documentor/evaluator since they have already begun to informally document and evaluate the tutoring program. With staff support and input, the council members could then be trained in the basic skills needed to plan and evaluate their own activities and the council could then begin to produce some of their own products that reflected the council work within the project.

(3) Project staff needs to spend additional, concentrated time with the Cabell staff to further clarify purposes and goals of each group. This strategy could result in cooperative planning on the use of interns and the use of project staff in supportive roles. The meshing of the Teacher Corps project and Cabell Center activities would then provide a strong model for collaborative involvement by professional personnel, interns, agency personnel, volunteers, and interested community members.

(4) The interns' need for further role clarification and expectations by project staff, school staffs, Cabell staff, and council members was a major topic that emerged often. The project staff may need to further clarify their own roles to the interns to insure that the interns are knowledgable about the proper communication channels. A retreat for project staff, Cabell staff, and interns would be one way to insure enough time and a setting in which information could be shared and discussed thoroughly. A followup session of this type would build upon the ideas that were discussed in this OSTA visit.

(5) A planned visitation to another Youth Advocacy project for the interns could result in the interns gaining a broader perspective

of their role since three of them did miss the CMTI training. This type of experience would help focus the interns' dedication, enthusiasm, and energy into more definitive outcomes for their complex involvement within the project.

Postscript: In addition to conducting the training sessions, the consultants also got to see a video tape called "Magic Stuff" that was planned and produced by project staff. This tape is an excellent resource for training teachers about ways to use and enjoy volunteers in the classroom.

The consultants also observed a multicultural class for LEA staff and project staff conducted by Dr. Sandy DeCosta, professor from West Virginia University. The comprehensive and enthusiastic presentation prepared for these units were judged to be teaching and learning at the highest level. This activity was very enjoyable and the content offered many new ideas.

During the entire OSTA visit, another observer was also present with the project. Ms. Barbara Waite, director of the Youth Advocacy Case Study Contract, from Washington, D.C. had scheduled a data gathering visit to the project to coincide simultaneously with our visit. Mrs. Waite became an integral part of the sessions. She shared her perceptions and observations in a way that helped modify and strengthen the consultants' efforts throughout the visit.

OSTA Participants List

Intern & Staff Training Session

Teachers and other staff at Cabell

Mike Moynahan
Freda Burdette
Maria McGlossen
Ruth Skinner
Mary High
Betty Riley

Teacher Corps Project staff

Katy Maddox, Project Director
Maurene Miller, Program Development Specialist
Carolyn Dumas, Team Leader
Walter Hightower, Intern
Brad Richardson, Intern
Cadaris Brown, Intern
Ollie Watts, Intern
Kathy Brick, Secretary

Others

Norma Roberts, State Dept. of Education, Teacher Corps Liasion
Barbara Waite, Youth Advocacy Case Study Contract Director

OSTA Participants List
Council Training Session

Name	Represents
Betty Riley	Cabell
Elaine Washington	Roosevelt
Mary Dawson	Roosevelt
Kathy Burgess	Roosevelt
Alfred Peck	Roosevelt
Jane Henley	Roosevelt
Kathleen Lieberman	Stonewall Jackson
Sue Hunt	Stonewall Jackson
Shirley Davies	Stonewall Jackson
Rosanna Young	Stonewall Jackson
Mary Lou Hall	Stonewall Jackson
Barbara J. Waite	Case Study Contractor
Harry L. Thompson	Consultant/Director, Univ. of Vermont
Nancy Bonney	Southeastern RCTR Director/Consultant
Mary Preston Yates	Charleston Junior League
Katy Maddox	Teacher Corps Project Director
Maurene Miller	Teacher Corps Project/Program Development Specialist
Lisa O'Conner	Kanawaha Youth Services
Milfred Zeigler	Kanawaha Youth Services
Mary Lee Cook	Community Council Secretary

RESOURCE PEOPLE

The following persons have participated in team consultancies at Teacher Corps projects throughout the Southeastern Region. They would be pleased to share their experiences and respond to your questions about using consultancy teams.

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